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ABSTRACT

Reflecting dramatic changes in educators' understanding of literacy, this book, a revision of an earlier text published in 1986 under the title, "Improving Reading Comprehension," provides support for preservice and inservice teachers in learning to help children develop literacy effectively. The central feature of the book is a literacy program whose focus is on interactive learning: the book presents and develops a model for creating a program that includes motivation, independent reading and writing, and instruction in reading and writing. Complete unadapted literature (and sample literacy lessons and minilessons for each piece of literature) are included in the book. Each chapter of the book includes strategies and procedures that have been effective with all learners (including second language learners and students with special needs), as well as a graphic organizer preview, an opening vignette to model constructivist teaching in action, a summary, bibliographies of professional references and children's books, and suggested additional readings. The book's 10 chapters are: (1) Understanding Literacy Learning and Constructing Meaning; (2) Developing a Literacy Program; (3) Activating and Developing Prior Knowledge; (4) Vocabulary Development in the Literacy Program; (5) Identifying Words as an Aid to Constructing Meaning; (6) Responding and the Construction of Meaning; (7) Writing and the Construction of Meaning; (8) Modeling Strategies for Constructing Meaning; (9) Constructing Meaning across the Curriculum; and (10) Assessment and Evaluation in the Literacy-Centered Classroom. (RS)

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